



FEATURE

THE UNPITCHED PERCUSSION FAMILY

Meets National Core Arts Anchor Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (*Re7*)
- Interpret intent and meaning in artistic work. (*Re8*)
- Apply criteria to evaluate artistic work. (*Re9*)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (*Cn11*)

MATERIALS

- *Music Alive!* magazines (Vol.40 No.1)
- Computer or mobile device with Internet access

START

Ask your students to read “The Unpitched Percussion Family” on pages 10-13. Then, go over the following highlighted words.

[This reinforces comprehension and vocabulary.]

TONAL—relating to the pitch, quality and strength of music

ACCENT—an emphasis on a particular note

FREQUENCY—the rate at which a vibration occurs

ISOLATE—cause to remain alone

PITCH—a standard degree of highness or lowness of a note

HARMONIC—an overtone accompanying a fundamental tone

CONFLICT—clash

OVERTONE—a musical tone that is part of a harmonic series

FUNDAMENTAL—a central or primary note, tone or frequency

CRITERION—a standard by which something may be judged

TONIC—the first degree of a scale

DOMINANT—the fifth degree of a scale

SUBDOMINANT—the fourth degree of a scale

ELIMINATE—remove or get rid of

MUFFLE—wrap or cover to reduce loudness

MULTITUDE—a large number

DEVELOP

Using any instruments available in the room, have students identify them as pitched or unpitched. If none are available, use internet images.

What is one example of something that would categorize an instrument as unpitched?

What are unpitched percussion instruments typically used for?

Is there such thing as unpitched instruments that can be used as pitched instruments? What about the reverse?

How many methods are there of playing percussion instruments? Other than sticks, what tools can you use to play percussion instruments?

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?